



## DEWEY CARTER ELEMENTARY

4937 South Irby Street  
Effingham, South Carolina

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	699 Students	
<b>Principal</b>	Amy M. Poston	843-664-8479
<b>Superintendent</b>	Allie E. Brooks	843-669-4141
<b>Board Chair</b>	Porter Stewart	843-669-6395

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Average</b>
2009	Average	Average
2008	Below Average	Below Average
2007	Below Average	At-Risk
2006	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

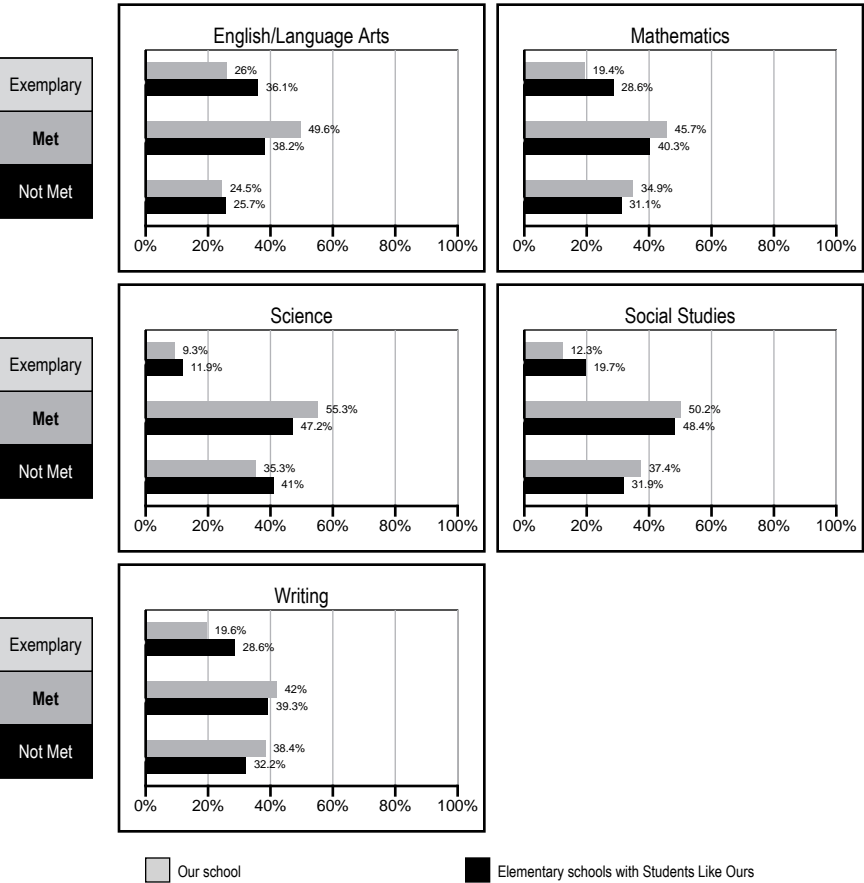
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 94.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	15	97	11	0

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=699)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Down from 3.9%	1.4%	1.2%
Attendance rate	94.6%	Down from 94.7%	95.7%	96.1%
Eligible for gifted and talented	5.9%	Up from 4.6%	10.0%	11.7%
With disabilities other than speech	10.6%	Up from 9.9%	9.1%	8.0%
Older than usual for grade	2.2%	Down from 3.0%	0.5%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=46)</b>				
Teachers with advanced degrees	58.7%	Up from 54.3%	59.8%	60.5%
Continuing contract teachers	84.8%	Up from 76.1%	85.4%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.2%	Up from 86.5%	87.5%	87.0%
Teacher attendance rate	97.0%	No Change	94.8%	95.4%
Average teacher salary*	\$46,780	Up 2.1%	\$46,876	\$47,288
Professional development days/teacher	5.3 days	Up from 4.1 days	11.1 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	17.3 to 1	Up from 14.3 to 1	19.2 to 1	19.2 to 1
Prime instructional time	90.5%	Down from 90.6%	89.6%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$6,990	Up 4.5%	\$7,647	\$7,548
Percent of expenditures for instruction**	65.3%	Down from 65.6%	67.5%	68.7%
Percent of expenditures for teacher salaries**	63.5%	Up from 59.7%	64.4%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

**Report of Principal and School Improvement Council**

Dewey L. Carter Elementary students and teachers always strive for the best. We are very proud of our continuous improvements which are a result of our focus on targeted, specific instructional goals.

Dewey L. Carter Elementary has met AYP (Adequate Yearly Progress). The school has many programs, curriculum focuses and instructional strategies that have been implemented to sustain our improvement. Some of the programs the school offers are Reading Recovery, Reading Renaissance, Compass Learning, the Leap Lab program and the Early Intervention Strategies program. Dewey L. Carter has two Reading Recovery teachers who work with first grade students on reading and writing. Reading Recovery teachers also assist classroom teachers in the Leap Lab where students work in small groups on building reading skills. We also have an intervention assistant who assists students in kindergarten, first and second grade with mastering reading skills. As a school, we address academics through the collaborative efforts of the administrative team and teachers in weekly meetings. In these meetings, student assessment data is reviewed and areas of strengths and challenges, as well as strategies for improvement are discussed and implemented. A diagnostic computerized system, MAP (Measures of Academic Progress), is being used to monitor student growth and progress in Math and English Language Arts and to guide daily instruction. An Extended Day Program addresses the targeted skills that are identified through the MAP scores. The Extended Day Program focuses on reading, writing and math skills and is offered after school to third through sixth grade students. Dewey L. Carter teachers have received staff development in reading, writing, math, science, technology, and data analysis. Dewey L. Carter has a Math Coach, Science Coach and a Curriculum Coordinator to assist teachers in the planning and teaching of the South Carolina State Standards. Dewey L. Carter teachers participate in Professional Learning Teams to strengthen our professional knowledge base. Our Professional Learning Teams discuss and research information regarding communicating with parents, teaching basic math facts, integrating technology, data analysis, team teaching, building professional learning teams, discipline, building reading comprehension and fluency, research based teaching practices, building character and improving school-wide communication. Our school participates in the National Network of Partnership Schools which is a program that is focused on strengthening the school/community relationship. Dewey L. Carter continues to provide our Terrific Kids Program sponsored by the Golden Kiwanis and the DLC APT. Parents are encouraged to participate in academic planning by participating in Parent Nights, Family Nights, Orientation, Parent-Teacher Conferences, DLC Performances, and the APT/SIC/Title I Planning Team. Additionally, the school offers clubs after school, such as art, chorus, and an environmental club. DLC offers various school-wide academic programs and field trip experiences throughout the year, and, as a result, many opportunities for parents to volunteer.

Mitzi Mozen, School Improvement Chairperson  
Amy Poston, Principal

**Evaluations by Teachers, Students and Parents**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
Number of surveys returned	25	71	12
Percent satisfied with learning environment	88.0%	81.4%	91.7%
Percent satisfied with social and physical environment	92.0%	81.4%	83.3%
Percent satisfied with school-home relations	88.0%	90.0%	91.7%

\* Only students at the highest elementary school grade level and their parents were included.

**Abbreviations for Missing Data**

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.9%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	5.8%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	94.6%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	377	100	23.4	47.4	29.1	88.6	84.6	83.5	Yes	Yes
<b>Gender</b>										
Male	199	100	23.1	46.2	30.6	88.2	82.1	80.1	N/A	N/A
Female	178	100	23.8	48.8	27.4	89	87.3	87	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	199	100	17	47.3	35.6	92.6	90.9	89.6	Yes	Yes
African American	164	100	32.4	46.6	20.9	82.4	78.5	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	95.3	92.7	I/S	I/S
Hispanic	13	100	15.4	61.5	23.1	100	85.7	79.6	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	85.1	I/S	I/S
<b>Disability Status</b>										
Disabled	65	100	43.3	28.3	28.3	66.7	56.1	51.7	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	84.7	79	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	265	100	27.2	48.8	24	86.6	79.2	76.9	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	377	100	33.4	43.7	22.9	82.3	78.9	80.4	Yes	Yes
<b>Gender</b>										
Male	199	100	31.2	41.4	27.4	82.3	77.1	78.4	N/A	N/A
Female	178	100	36	46.3	17.7	82.3	80.8	82.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	199	100	25.5	46.8	27.7	85.6	88.2	87.8	Yes	Yes
African American	164	100	41.9	40.5	17.6	77.7	69.8	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.9	93.5	I/S	I/S
Hispanic	13	100	53.8	30.8	15.4	84.6	81.5	78.3	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	93.8	83.2	I/S	I/S
<b>Disability Status</b>										
Disabled	65	100	40	30	30	68.3	46.5	46.1	Yes	Yes
<b>Migrant Status</b>										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	85.6	78.9	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	265	100	36.6	45.1	18.3	79.3	71.5	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

**PASS Performance By Group**

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	248	100	33.5	52.4	14.1	66.5	67.8	67.3
<b>Gender</b>								
Male	126	100	31.6	53	15.4	68.4	68.4	66.9
Female	122	100	35.5	51.8	12.7	64.5	67.2	67.7
<b>Racial/Ethnic Group</b>								
White	131	100	22.1	60.7	17.2	77.9	82.4	79.6
African American	107	100	48.4	41.1	10.5	51.6	53.3	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	9	I/S	I/S	I/S	I/S	I/S	70.9	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.9	69.5
<b>Disability Status</b>								
Disabled	48	100	37.2	34.9	27.9	62.8	42	33.8
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
<b>English Proficiency</b>								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	70.1	58.6
<b>Socio-Economic Status</b>								
Subsidized meals	175	100	37.3	49.1	13.7	62.7	57	55.4

**Social Studies**

All Students	248	100	35.5	49.8	14.7	64.5	71	70.9
<b>Gender</b>								
Male	137	100	32.3	52	15.7	67.7	70.6	70.1
Female	111	100	39.4	47.1	13.5	60.6	71.4	71.7
<b>Racial/Ethnic Group</b>								
White	129	100	34.4	50	15.6	65.6	80.2	79.2
African American	111	100	38.6	47.5	13.9	61.4	62.1	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	91.2	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	68.8	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
<b>Disability Status</b>								
Disabled	42	100	48.7	33.3	17.9	51.3	45.8	39.3
<b>Migrant Status</b>								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
<b>English Proficiency</b>								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	73.6	68
<b>Socio-Economic Status</b>								
Subsidized meals	179	100	39.8	48.8	11.4	60.2	62.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	377	94.2	37.7	42.5	19.9	62.3	73	72.1	94.6	95.8
Gender										
Male	200	93.5	44	40.6	15.4	56	66	65.2	94.3	95.6
Female	177	94.9	30.6	44.6	24.8	69.4	80.3	79.2	94.9	95.9
Racial/Ethnic Group										
White	199	95	31.3	42.5	26.3	68.7	81.4	80.8	94.7	95.6
African American	164	92.7	46	42.4	11.5	54	64.8	59.7	94.6	95.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.1	87	N/A	97.5
Hispanic	13	100	38.5	38.5	23.1	61.5	69.7	64.6	94.1	94.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.5	73.4	96.6	97
Disability Status										
Disabled	60	70	N/AV	N/AV	N/AV	17.1	30.8	27.7	93.9	94.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	66.7	63.7	94.4	96.1
Socio-Economic Status										
Subsidized meals	263	93.2	43.2	42.8	14	56.8	64.9	61.9	94.2	95.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	111	100	36	47	17	64
	4	105	100	34.7	37.8	27.6	65.3
	5	77	100	15.9	49.3	34.8	84.1
	6	109	100	30.3	48.5	21.2	69.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	78	100	24.7	39.7	35.6	75.3
	4	117	100	28.3	45.3	26.4	71.7
	5	100	100	22.3	48.9	28.7	77.7
	6	82	100	16.9	55.8	27.3	83.1
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	111	100	46	38	16	54
	4	105	100	29.6	57.1	13.3	70.4
	5	77	100	24.6	59.4	15.9	75.4
	6	109	100	43.4	44.4	12.1	56.6
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	78	100	42.5	23.3	34.2	57.5
	4	117	100	20.8	49.1	30.2	79.2
	5	100	100	36.2	45.7	18.1	63.8
	6	82	100	39	53.2	7.8	61
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	55	98.2	60.4	33.3	6.3	39.6
	4	105	100	29.6	52	18.4	70.4
	5	40	100	14.3	80	5.7	85.7
	6	56	100	45.1	37.3	17.6	54.9
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	39	100	57.1	28.6	14.3	42.9
	4	117	100	29.2	58.5	12.3	70.8
	5	51	100	27.1	54.2	18.8	72.9
	6	41	100	31.6	55.3	13.2	68.4
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	56	100	31.4	52.9	15.7	68.6
	4	105	100	29.6	55.1	15.3	70.4
	5	37	100	35.3	47.1	17.6	64.7
	6	55	100	26	64	10	74
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	40	100	43.6	43.6	12.8	56.4
	4	117	100	30.2	51.9	17.9	69.8
	5	49	100	50	32.6	17.4	50
	6	42	100	25	70	5	75
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	113	96.5	46	41	13	54
	4	103	98.1	44.9	42.9	12.2	55.1
	5	77	93.5	23.5	41.2	35.3	76.5
	6	110	96.4	40.2	47.4	12.4	59.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	77	96.1	52.9	30	17.1	47.1
	4	116	89.7	46.9	41.7	11.5	53.1
	5	101	96	30.4	41.3	28.3	69.6
	6	83	96.4	20.3	56.8	23	79.7
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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